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A STUDY IN FOUR PARTS DEALING WITH THE FEASIBILITY OF A LONGER SCHOOL YEAR FOR WISCONSIN'S PUBLIC COLLEGES AND UNIVERSITIES

Part I

A review of previous studies, reports, and experiences pertaining to a longer school year

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Office of Education

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Prepared by the Joint Staff
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A. University of Wisconsin calendar, 1944-45.

B. University of Pittsburgh calendar, 1959-60.

C. University of Pittsburgh: faculty appointments and salary arrangements under the trimester plan.

Background

The probability that enrollments in the nation's colleges and universities will double in the decade ahead[1] has created a new awareness of the needs of higher education for the expansion of physical facilities[2] and the securing of increasing numbers of new, competent teachers[3]. That awareness has not been restricted to persons directly connected with institutions of higher education. State governments, for example, have observed the effects of burgeoning student populations on budget requests from public institutions of higher education, and it has been predicted that legislative interest in higher education will intensify in the years ahead[4].

State government in Wisconsin always has maintained a keen interest in the operations and needs of the University of Wisconsin and the nine state colleges. Aware of the impending tidal wave of students and the growing demand for additional buildings to provide adequate instructional and research facilities for greater numbers, Governor Gaylord Nelson and the State Building Commission, through the Department of Administration, requested in the fall of 1959 that the Coordinating Committee for Higher Education undertake a study of the feasibility of a "longer school year" for Wisconsin's public institutions of higher education. A portion of the text of the request follows.

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1 Second Report to the President. Washington: The President's Committee on Education Beyond the High School, July, 1957, p. 3.

2 John D. Long and J. B. Black, Jr. Needed Expansion of Facilities for Higher Education--1958-70. Washington: American Council on Education, 1958.

3 Teacher Supply and Demand in Universities, Colleges, and Junior Colleges, 1957-58 and 1958-59. Washington: National Education Association, 1959.

4 Malcolm Moos and Francis E. Rourke. The Campus and the State. Baltimore: the Johns Hopkins Press, 1959.

> A longer school year has been suggested as a means of alleviating the space shortage in the state's institutions of higher learning.
>
> The suggestion merits serious consideration, because the space shortage could become critical due to rising enrollments and due to current lack of enough financial resources to provide needed new space.
>
> Therefore, the state coordinating committee is requested to examine exhaustively the advantages and disadvantages of the longer school year, and to report its findings and recommendations to the Governor and the Building Commission.[5]

In line with established procedure, the Coordinating Committee referred the request to its Joint Staff for action. The present report details the findings of the Joint Staff in four parts. Part I is concerned with previous studies, reports, and experiences pertaining to a longer school year. In Part II the present status of public higher education in Wisconsin is examined. In Part III consideration is given to factors relevant to securing greater utilization than at present. Part IV provides a summary of the research accomplished by the Joint Staff accompanied by conclusions which can be drawn from the Joint Staff study.

PART I

Introduction: The subject of a longer school year has attracted considerable attention in the recent literature of higher education. One major university, the University of Pittsburgh, this fall began operating on a three-term basis, the system being called the "trimester" system. Other institutions have considered, or are considering, such a system. From other sources come proposals of calendar organization along the lines of the traditional quarter system. Finally, one source proposes a bold departure from present practices with a school year composed of six terms, each eight weeks in duration.

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[5] A Long School Year for Wisconsin's Colleges and Universities -- Advantages and Disadvantages. State of Wisconsin, Department of Administration, Study 1-59.

According to the National Education Association, about 1.2% of the 1,939 public and private colleges in the United States were on some system other than the quarterly or half year arrangement in 1958.[6] Because of the lack of recorded information pertinent to this new pattern of organization at the national level, the Joint Staff was unable to obtain the names of all institutions operating under new systems. Nevertheless, sufficient data have been accumulated to provide a fairly intensive look at some well-known institutions which have studied, or adopted, new patterns of organization.

Purpose of Part I: In this portion of the over-all report the Joint Staff has attempted to present as objectively as possible the "meat" of various reports bearing on the reorganization of the traditional academic calendar. It is recognized that selectivity in abstracting pertinent, and lengthy, documents may be mistaken for personal bias, but it must be emphasized that the Joint Staff has included no value judgments of its own as to the merits or demerits of various proposals. The Joint Staff, however, has reflected the value judgments and/or opinions of those responsible for the original studies. In this way the Joint Staff has attempted to provide for a thoughtful analysis of both the claimed advantages and purported disadvantages of various proposals by readers of Part I.

The University of Wisconsin Experience

The idea of a longer school year is not foreign to many educators of long tenure at the University of Wisconsin. During, and immediately after, World War II the University operated on a three-term basis. First hint that the University would move toward a year-round operation was provided by the action of the Committee on Emergency Educational Policy in January of 1942.[7] This group adopted a report by the University Sub-Committee on the Calendar which favored lengthening the

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[6] Personal communication dated September 10, 1959, from Sam M. Lambert, Director of Research, National Education Association.

[7] Faculty actions on the summer semester, 1942-47. Document 640, February, 1942.

summer session to 15 or 16 weeks in order to provide for a longer period of summer employment for students in industries and on farms in occupations of direct relevance to the war effort and in order to introduce a number of "war" training courses in which "speed is essential". The educational desirability of such a change in the calendar was not wholly endorsed by either the calendar or emergency educational policy committees, however.

> In reaching this conclusion, the committee has kept in mind the fact that the educational interests of the vast majority of students of the University will not be advanced by any calendar changes. The education of young people is not alone a process of exposure to lesson assignments or of class hours spent in lecture halls, quizz (sic) sections and laboratories. Any attempt to rush students, still largely adolescent, through a four-year college course in two years and eight months must be justified by overwhelming educational pressures or imperative national considerations . . .[8]

While the summer session of 1942 provided for accelerated programs in fields such as engineering, medicine, pharmacy, physics, chemistry, and law, it was recognized that the University had not gone to a complete acceleration as had many other institutions. A recommendation by the Committee on Emergency Educational Policy that the University provide a term of not less than 12 weeks in all colleges, subject to later adjustment if necessary, during the summer of 1943 was unanimously approved at a special faculty meeting on July 13, 1942.[9] At the faculty meeting of December 7, 1942, a three-term plan beginning in the summer of 1943 was formally adopted by faculty action. The summer session was to consist of 15 weeks, beginning on June 7 and ending on September 17. In addition, six and eight-week sessions, primarily for teachers, were to be held beginning on June 21.[10] Thus, the University geared itself to aid in the nation's war effort by providing for

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[8] Ibid.

[9] Minutes, special University faculty meeting of July 13, 1942.

[10] Minutes, faculty meeting of December 7, 1942.

operation on a year-round basis. With some slight modifications, the summer semester remained in operation at the University through the summer of 1947.

The summer semester of 1944 extended over a period of 15½ weeks, and an eight-week term was substituted in place of the six- and eight-week sessions.[11] That the extended session was strongly linked to the war effort was underscored by a comment by President Dykstra that in planning the summer programs and publicity the University "should not encourage attendance by students in areas not essential to the war man-power effort".[12] (The three-term calendar for 1944-45 is attached. See Attachment A.) The Committee on Emergency Educational Policy enlarged upon President Dykstra's comments at a faculty meeting in 1944, when they presented the following recommendations of the committee as suggestions only:

1. While students are to be permitted to take work the year round, i.e., three semesters per year, they should not be encouraged to do so. The Committee is of the opinion that for normal conditions and the average student, the practice is educationally unsound.
2. Faculty members should be discouraged from teaching three semesters per year. The Committee realizes that in some cases such continuous service may be necessary.[13]

In 1946 faculty opinion opposing the continuation of the summer semester was manifested.[14] There was some sentiment for a return to the 12-week idea because of ". . .the strenuousness for the students and staff of the present program and because of the difficulty of providing the desired quality of staff members for the long summer term".[15] The faculty vote of 98-38 rejected the 12-week proposal and supported the eight-week summer session and the summer semester for 1947. (At a meeting in 1944 the faculty voted to discourage the practice of electing work in both the eight-week session and the summer semester, the programs of which were

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11 Minutes, faculty meeting of November 1, 1943.

12 Ibid., p. 2.

13 Minutes, faculty meeting of October 2, 1944.

14 Minutes, faculty meeting of October 7, 1946.

15 Ibid.

separate entities.[16]) The desire of the faculty to return to a more traditional scheduling took the form of a motion that the calendar for the 1947-48 academic year and the question of a 12-week summer session for 1948 be referred to the Administrative Committee of the University.[17] This committee, reporting at the faculty meeting of January 13, 1947, recommended that the summer semester be discontinued in 1948 and that an eight-week summer session be approved. The recommendations were accepted by the faculty on a vote of 80 to 6, and the summer semester -- and thereby the University's initial experience with year-round operation -- came to an end.

Enrollments during the summer periods

Enrollments during the period of the long school year, i.e., from the summer of 1943 through the summer of 1947, ranged from 4,184 in 1943 to 10,387 in 1947.[18] These totals represent persons enrolled for the summer semester plus those registered for the shorter summer sessions of six and/or eight weeks. (See tables 1 and 2.)

With the first wave of veterans hitting the campus in time for the summer programs of 1946, the University's total summer enrollment exploded from 4,344 in 1945 to 9,308 in 1946. Of this total, 5,145 (55.3%) were veterans.

Summer semester enrollment in 1946 accounted for 4,218 students, 73% of whom were veterans. Only 40.6% of those enrolled for six and/or eight-week sessions were former servicemen. Approximately 81% of those students enrolled for the 1947 summer semester were World War II veterans. No data were available regarding the proportion of veterans to non-veterans in the shorter summer sessions of 1947.

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16 Minutes, faculty meeting of October 2, 1944.

17 Minutes, faculty meeting of October 7, 1946.

18 Data supplied by Institutional Studies, the University of Wisconsin, in a report dated September 2, 1959.

The figures on hand, however, serve to illustrate the impact of the returning veteran on summer enrollments at the University. Furthermore, returning servicemen obviously found the opportunity to accelerate their studies a distinct advantage of the summer semester as opposed to shorter sessions.

Figures supplied in TABLE 1 indicate that the major portion of the summer semester enrollment consisted of students either continuing their educational progress from the preceding year or re-entering after a break in previous attendance. The break for many, it can be safely assumed, was time spent in the military services during World War II. Less than 20% of the total of 4,218 in 1946, for example, could be classified as new students.

TABLE 1

UW (Madison) Summer Semester Data#

Year	Total	Cont. & Re-ent.	% Cont. & Re-ent.
1947	5,881	*	*
1946	4,218	3,403	80.7
1945	1,623	1,196	73.7
1944	1,790	1,283	71.7
1943	2,644	1,742	63.9

Supplied by Institutional Studies, University of Wisconsin.
* Not available.

Exactly comparable statistical information is not available for students enrolled in the shorter summer sessions. TABLE 2 is provided, however, to show the number of summer session students who were in attendance during the year preceding their summer enrollment.

TABLE 2

UW (Madison) Summer Session Data#
(Six and/or Eight Week Terms)

Year	Total	Attended Last Year	% Attended Last Year
1947	4,506	1,752	38.9
1946	5,090	2,510	49.3
1945	2,721	811	29.8
1944	1,723	427	24.8
1943	1,540	437	28.4

Supplied by Institutional Studies, University of Wisconsin.

TABLE 3 is provided to further illustrate the impact of male students, the majority being veterans, on summer enrollments.

TABLE 3#

Percentage of Male Students
Enrolled during the Summer Semester
and the Summer Terms

Year	Summer Semester	Summer Terms
1947	90.4%	44.6%
1946	87.8%	52.6%
1945	71.1%	22.5%
1944	72.8%	19.7%
1943	75.9%	22.0%

From data supplied by Institutional Studies, University of Wisconsin.

From an inspection of TABLE 1 and TABLE 3, it can be reasonably concluded that the demands of a wartime situation contributed greatly to the success of the summer semester in attracting students, and particularly, male students. In the period 1943-45 it can be assumed that the male students enrolling in the summer semester were allowed to accelerate in order to fill critical posts in business, industry, or the armed forces. This observation is supported by President Dykstra's comment to the faculty regarding the encouragement of students to take

summer semester work if they were in areas essential to the war manpower effort (see page 5 , this report). During 1946 and 1947 the success of the summer semester largely was determined by the influx of returning servicemen whose education had been interrupted by the war or by the desire of a host of new students for higher education which was to be subsidized by the Federal government in the form of the "G.I. Bill".

When the summer semester was abandoned in favor of an eight-week program, enrollment in the 1948 eight-week summer session was almost double that of the 1947 summer term. TABLE 4 indicates enrollments in the summer sessions following the elimination of the summer semester. Also included, for future reference, is the percentage of veterans in attendance during each of the summer sessions.

TABLE 4

Selected Summer Session Enrollments#

Year	Total	Percent Veteran
1947*	4,506*	Not available
1948	8,391	55.4%
1949	8,474	53.4%
1950	7,390	47.6%
1951	6,625	43.7%
1952	5,556	34.9%
1953	5,472	32.0%

Data supplied by Institutional Studies, the University of Wisconsin.

* Last year of the summer semester, which also enrolled 5,881 students.

From 1952 through 1955, summer session enrollments failed to exceed 6,000 students, this exact figure being attained in the 1956 summer term. Since 1956, summer enrollments have increased to 8,294 in 1959, the increase in large measure attributable to slowly rising graduate school registrations, which made up 48.5% of the 1959 summer student body. The decline in summer enrollments from 1948 through 1953 is attributable to the steady decline in veteran registrations.

TABLE 4, above, indicates the drop-off in veteran registrations. Since 1953 the percentage of veterans has never exceeded 37%; a peak of 36.4% was reached in 1955, largely because of an influx of Korean veterans.

The impact of the veteran on enrollments in regular semesters during the period of the summer semester also was felt. TABLE 5 provides data on total and veteran enrollments in the first semester following each summer semester.

TABLE 5

First Semester Enrollments#
1942-47, Showing Percentage
of Veterans Enrolled

1st Semester	Total	Percent Veteran
1942-43	9,026	---
1943-44	5,904	---
1944-45	6,615	3.9%
1945-46	9,028	14.9%
1946-47	18,598	59.6%
1947-48	18,693	57.7%

Data supplied by Institutional Studies, the University of Wisconsin.

Since 1947-48 the percentage of veterans in attendance has dropped steadily--often with great rapidity. TABLE 6 provides statistics on first semester enrollments from 1948 through 1954. The percentage of veterans in attendance is shown.

TABLE 6

First Semester Enrollments#
1948-54, Showing Percentage
of Veterans Enrolled

1st Semester	Total	Percent Veteran
1948-49	18,623	54.4%
1949-50	17,690	44.9%
1950-51	15,766	34.6%
1951-52	14,020	25.2%
1952-53	13,571	19.5%
1953-54	13,346	18.7%
1954-55	13,954	22.2%

Data supplied by Institutional Studies, the University of Wisconsin.

The statistical data presented serve to establish the significance of veteran registrations in the growth and/or decline of enrollments in summer semesters, shorter summer sessions, and even in regular semesters. The influence of veteran registrations was felt through the first semester of 1956-57, when 26.1% of the student body was classified as veteran. (Since 1956-57, veteran registrations have tapered off slightly, while total enrollments have increased. It is obvious that present increases are attributable to factors other than enrollment of veterans. Part II of this report deals with the present status of higher education in Wisconsin.)

A check of TABLE 4 reveals that the percentage of veterans enrolled in summer sessions has exceeded the percentage of veterans enrolled in regular semesters (see TABLE 6). This would indicate that most non-veteran students enrolled in regular semesters have not made as full use of summer programs at the University as have veteran students.

Despite heavy veteran registrations, the summer semester was not overwhelmingly popular with the majority of the student body. Summer semester enrollment in 1947 (see TABLE 1) was less than one-third the size of the enrollment in either the first semester of 1946 or of 1947 (see TABLE 5). It can be assumed that even a substantial majority of veterans was not attracted to the summer semester. TABLE 5 reveals that approximately 60%, or 11,000 students, of the student body was classified as veteran in the first semester of 1946-47. Even if the entire summer semester enrollment of 1947, i.e., 5,881 students, could be classified as veterans, this would indicate that only about 53% of the number of veterans enrolled in a regular semester also enrolled in a summer semester.

While more recent summer session enrollments have not equalled the total of 10,387 enrolled in both the summer semester and shorter summer session of 1947, the 1959 summer term enrollment was within 97 students of equalling the enrollment in the summer term of 1948--the first eight-week summer term following the abandonment of the summer semester. Continued growth of the summer session student body appears to be inevitable.

Financing the summer semester

The financing of the 15-week summer semester presented no serious problems for the University or the State. During the war period a large proportion of the students were enrolled in one of several Federal government programs, the costs being borne by the Federal government.

In the immediate post-war period the large majority of the students were veterans enrolled under the provisions of Public Law 346. The Federal government reimbursed the University for the direct cost of instruction for such students.

Pittsburgh and the Trimester Plan

The University of Pittsburgh has led in a move to organize the college calendar along "trimester" lines. While the word defies literal translation it connotes a division of the academic calendar into three major periods: September to mid-December; January to mid-April; mid-April through July. (See Attachment B) This kind of arrangement--which is now in operation at Pittsburgh--provides for one month of general vacation in August, plus shorter holiday periods at Thanksgiving, Christmas and Easter. Other institutions--Wayne State University, Rutgers, and the University of Massachusetts, for example-- have examined the merits of trimester plans. Reports of their findings will be made later in this paper.

The trimester program at Pittsburgh is seen as an attempt to resolve the conflict between "generalized education and specialized knowledge".[19] The new plan seeks to combine liberal education and professional training, according to the inaugural address of Chancellor Edward H. Litchfield.[20]

A university committee report outlining the rationale of the expanded academic calendar indicates that calendar revision was proposed to meet four needs:

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[19] Fred M. Hechinger (education editor, The New York Times). "A Cure for Growing Pains", Saturday Review, September 12, 1959, p. 20.

[20] Ibid.

> ...the needs of (1) providing each of (the University's) graduates with both sound liberal education and thorough professional training, (2) graduating ... students at an age when there are still some years of the prime period of life left to them, (3) helping to meet society's need for an increased supply of trained manpower, and (4) providing for the admission of larger numbers of students without the necessity of a proportionate increase in physical facilities and teaching staff.[21]

Under the new calendar arrangement, the academic year is composed of three trimesters, each of 15 weeks and each to be the equivalent of the traditional semester. The committee states that the range and quality of courses and the quality of educational results will be fully equal to the courses and results under the traditional two-semester calendar. Eventually, students will be admitted in nearly equal groups at the beginning of each trimester. "Student participation in the full trimester schedule throughout any year will be on a voluntary basis, however, as will faculty participation in the teaching of the third trimester."[22]

The University has made no immediate, 100% conversion to the trimester schedule as of this writing. Because of the "dimensions of the task" conversion to trimester operation is taking place in phases. Phase No. 1 consisted of planning for the conversion of lower division (freshman and sophomore) programs in all undergraduate schools. Phase No. 2, which went into operation in September of 1959, provides for actual trimester operation in the lower division programs and planning for trimester operation of junior and senior programs. Phase No. 3, planned for 1960-61, calls for the operation of the trimester schedule in all undergraduate schools and for planning the transition of graduate and post baccalaureate professional programs for the following year. In September of 1961 all schools and divisions are expected to be on the trimester schedule. Because of special problems of licensure or accreditation or the sharing of laboratory space with other

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[21] "Background Information on the Trimester Plan of the University of Pittsburgh." A Report of the Committee on a Trimester Calendar, the University of Pittsburgh, 1958, p. 2.

[22] Ibid., p. 3.

schools unable to immediately convert to trimester operation, the schools of law, dentistry, medicine, pharmacy (last two years), and the graduate schools of public health and retailing are at present operating on the semester program. They are expected to be on the new schedule starting in 1960-61.

Other calendar proposals and the summer term

The University committee on calendar revision received a number of suggestions from members of the faculty regarding alternative calendars as a means of lengthening the academic year. Suggestions that the University operate on a quarter system or merely extend the normal summer program from eight to 12 weeks were rejected by the committee.

> In the Committee's judgment, the weakness of any quarter system is that it perpetuates the idea that the summer months are not a normal time for study and that consequently people will usually take the summer quarter off. To say it another way, a quarter calendar would be much less likely than a trimester arrangement to change students' attitudes toward summer study.[23]

Virtually the same argument was employed in rejecting the proposal for a longer summer session. "It would be the easiest of the new arrangements to introduce, but it would have very little chance of making much of a change in student attitudes toward summer study."[24]

> . . . the main problem in moving toward fuller utilization of the year for educational purposes and a correspondingly fuller utilization of our institutional resources is to change the long-established American custom of interrupting educational activities during the three summer months. The trimester type of calendar is the only one that breaks sufficiently sharply with this set of assumptions to have much hope of altering student attitudes.[25]

Despite the adoption of the trimester system the University still will offer course work in the summer of 1960 in a shortened (more traditional) session, but beginning in 1961 summer session programs are to be limited to fulfilling the needs

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[23] "Excerpts from 'Report of Committee on a Trimester Calendar' ". The University of Pittsburgh, April 2, 1958, p. 3.

[24] Ibid., p. 4.

[25] Ibid.

of certain special groups such as public school and college teachers seeking advanced study.

Students and the trimester plan

The calendar committee studying the feasibility of the trimester schedule at Pittsburgh considered four broad areas of concern to students in the process of making its deliberations and final decision. First, it was felt that the quality of education students would receive under a trimester plan would be at least as high as that received under the traditional semester arrangement. The Committee felt that the faculty shared this opinion. Second, the Committee disagreed with student leaders that the non-academic aspects of student life would be impaired by a trimester calendar. Third, the Committee disagreed with those who feared that students graduating at an earlier age than ever before would be handicapped in obtaining employment because of immaturity. Fourth, the Committee recognized that the student's annual expenses for education would be increased by 50% but also noted that the trimester calendar permits students to take off a longer period of time for employment if that is necessary. The Committee indicated that a "major reorientation of student thinking" in regard to making use of loan funds, even when these are offered, is necessary before students will be willing to incur debts of considerable dimension for their education.

In another publication the University discusses five ways in which students may meet the cost of their accelerated education.[26] These ways include (1) the use of increased scholarship funds -- if available; (2) the use of loan funds; (3) the combination of scholarship benefits with student loans; (4) borrowing from some other source and repaying later after the students have received employment at an earlier age and higher salary; and (5) dropping out if absolutely necessary to work to finance the cost of education.

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[26] "The University of Pittsburgh, the Trimester, and the Student." The University of Pittsburgh, 1958, p. 3.

Students wishing to accelerate their studies will find the trimester program attractive, according to estimates of time required for formal preparation in various career areas.[27] In a period of two years and two trimesters, or a total of eight trimesters, requirements for the bachelor's degree in liberal arts, science, or engineering may be completed, and students of education or business administration will have completed the liberal education necessary to be admitted to upper division schools for professional training. In a period of three years and one trimester--10 trimesters--students will have had a chance to earn both a full liberal arts education and a master's degree in the field of his specialized, professional career.

The faculty and the trimester plan

The Committee reported the belief that in general the trimester calendar would be advantageous in utilizing teaching resources more fully but at the same time indicated certain problems of staffing which would accrue as a result of a shift to the new schedule.[28]

Advantages were seen in the provision of a larger annual income for faculty members presently on nine-months' appointments who choose to teach in a third trimester and in the provision for more flexible teaching-and-research arrangements for faculty members on twelve-months' appointments. The Committee recognized, not as a disadvantage necessarily, but as a problem of the new calendar, that "substantial increases in staff will probably be required by a trimester plan", the exact size of the increase depending upon the number of students entering a third trimester. When the number equals the numbers entering the first and second trimesters, approximately 50% more teaching hours will be required annually than in 1958.

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[27] Ibid., p. 2.

[28] "Excerpts from 'Report of a Committee . . . ' ", p. 19.

The Committee suggested tentatively that teachers regularly undertaking eleven-months' teaching per year might be allowed one trimester off with full salary every three years.

> This arrangement would be in the nature of a sabbatical leave for one trimester out of nine and would be provided both in recognition of continuous service of a demanding kind and with the thought that these sabbatical trimesters should be used for research and intellectual recharging.[29]

It is not feasible in the body of this report to present the arrangements suggested for faculty appointments and salary payments. Attached, however, is the pattern proposed by the Committee (See Attachment C).

The faculties of the various schools and divisions of the University reported to the Committee the number of teachers holding nine-months' appointments who would be willing to teach three trimesters. A total of 261 of 353 for whom data were available reported a willingness to teach three trimesters. This finding indicates that approximately one-fourth of the nine-months' appointees would not be available. Furthermore, on the basis of replies by the various departments the Committee concluded that substantial increases in staff would be necessary in areas where twelve-months' teaching-and-research appointments are the rule, since "none of the additional teaching required by a third trimester could be absorbed by the present staff".[30]

Estimates of additional staff needs were obtained from the University's schools, divisions, and departments. These estimates, based on an assumed full-scale third trimester in which there were as many students registered as in the other two trimesters, indicated that 258 new full-time faculty would be needed. Ninety-eight of these would be appointed on a nine-month basis, 160 on a 12-month basis.[31] Some departments did not specify the academic rank necessary for new positions (or replacements), but those departments which did request specific ranks indicated that at least 20 persons should be secured in the ranks of associate and full professor.

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[29] Ibid., p. 20.

[30] Ibid., p. 8.

[31] See charts on pp. 9-10, "Excerpts from 'Report of a Committee . . .' "

Faculty apprehension was voiced in a number of areas. The faculty in part felt that teaching eleven months a year may interfere with research and professional development and may cause intellectual fatigue, substandard teaching, and lowering of academic standards. The faculty cited the danger that light enrollments in the third trimester might necessitate cancellation of teaching assignments and consequent loss of anticipated income. In addition, the danger that expenses of a trimester system may divert funds from other uses, such as raising faculty salaries, building a new library, etc., was noted. Of prime concern to the faculty was the University's plan to pay only 33-1/3% additional salary for 50% of additional teaching in the third trimester. The fairness of this method of payment was doubted. Finally, the danger that the University might not attract the best high school graduates because of its "eccentric" calendar was noted.

Considerations related to academic program

All divisions of the University but the School of Law saw fit to concur that educational purposes within the framework of a trimester could be accomplished. Seventy-six of 81 departments reported they expected no difficulty in scheduling their courses within a trimester calendar framework. The schools of retailing, social work, medicine, and public health reported a preference for using the trimester schedule not as a means of increasing the intake and output of students but as an opportunity to extend and enrich their programs. All other schools, but the law school, favored a trimester calendar with acceleration.

Problems were forecast by the schools of education and engineering. The education faculty pointed to the difficulty of scheduling practice teaching assignments in schools undoubtedly operating on a different calendar. In addition, the education faculty noted that the summer session for public school teachers posed problems of staffing and scheduling of classrooms in competition with the regular spring trimester.

Supporting programs and facilities

As it did in the case of academic departments, the Committee heard expressions of concern from certain non-academic and administrative divisions regarding the changeover to the trimester program.

The registrar's office reported a need for additional staff, plus some improvement in registration and grade-reporting procedures before being able to meet the demands of the new schedule. A trimester calendar permitting optional enrollment by students would complicate the assignment of rooms in residence halls, but it was felt that suitable arrangements could be made.

The scheduling of maintenance and repair operations will be a problem in any program of continuous use of physical facilities, the director of physical plant reported, but with careful scheduling and occasional use of supplementary personnel such problems as arise can be solved.

Additional laboratory and office space would be needed for the additional faculty personnel required. While these needs would not be great the first two or three years of operation, they would magnify in later years when the third trimester would be equal in size to the other two. Prime needs in regard to laboratory facilities were noted by the departments of natural sciences, dentistry, pharmacy, and public health.

Several weaknesses of the trimester plan were identified by the office of the director of admissions, who noted that "the assumption of admitting students in nearly equal groups into each trimester will be unrealistic until such time as high schools graduate their students more than once a year".[32] Enrollment predictions, record processing, and effective recruitment procedures would be impeded by three admission periods, and the quality of entering students in the second and third trimesters would be questionable, the director stated. The Trimester

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[32] "Excerpts from 'Report of a Committee . . . ' ", p. 14.

Committee answered these criticisms by urging that careful thought be given to the beginning dates of the trimesters with a view to making these coincide as nearly as possible with the times when high school semesters end. Getting new students of quality into the University at the beginning of each trimester might be solved in part by encouraging early admission of high quality high school students a few months before their normal graduation dates. (There was no mention of any definite plan to contact high schools, however.)

A final objection was raised by personnel of the athletic department and coaching staffs. The gist of their comments was that the University could expect a general decline in the quality of athletic teams under a trimester system, as members of the athletic teams might be lost in great number through acceleration. A great enlargement of the number of athletic grants was recommended in order to "provide proper depth and development of squads with the larger and more rapid turnover".[33]

Accreditation and licensure

Only four schools reported that problems regarding accreditation or licensure could be expected from a shift to the trimester system. No problem was anticipated in the academic disciplines, as the Middle States Association of Colleges and Secondary Schools does not specify how many weeks there should be in a semester, and the 15-week trimester should be acceptable so long as satisfactory educational results are attained.

The Engineers Council for Professional Development was to be approached for a definite statement as to the 15-week semester. The law school would require an official interpretation by the Pennsylvania State Board of Law Examiners. Medicine would require a legislative change in the licensure law of Pennsylvania, and

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[33] Ibid., p. 15.

Pharmacy would require a change in the by-laws of the American Council on Pharmaceutical Education, which specifies four years of 128 weeks as necessary for accreditation.

Trimester income and costs

While the Committee recognized that financial implications of a trimester calendar would be difficult to forecast, it stated that a trimester calendar will have effects in three areas--income from tuition, annual operating expenses, and capital expenditures, the latter mainly for faculty offices and laboratories. Financial statistics provided[34] indicate that additional income from tuition and fees would exceed operating expenses, even if student enrollment in the third trimester were only one-third as large as one of the then current semesters. (So many assumptions are involved in the financial presentation that it is not possible to judge with any accuracy the claims made.)

A trimester calendar probably would cause a 50% reduction in the size of the summer session. Both tuition income and instructional expense would be reduced. Income from the 1957 summer session was listed as $600,000, instructional costs at $287,000.[35]

Summary statement by Trimester Committee

The Trimester Committee provides its own summary statement.

> . . . a trimester calendar appears to be feasible for most of the schools and divisions of the University of Pittsburgh if adequate arrangements can be made for increasing the teaching staff, providing additional laboratories and other physical facilities, and solving certain other problems which a trimester calendar would produce.[36]

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[34] Ibid., p. 17.

[35] Ibid., p. 22.

[36] Ibid., p. 1.

Wayne State University and Calendar Change

Originally charged by its university council to inquire into the feasibility of the quarter system, the Committee on the Calendar of Wayne State University expanded its deliberations to take in other methods of calendar reorganization. Consequently, the Committee veered sharply from the quarter system to the trimester program as adopted by the University of Pittsburgh. As of this writing, however, Wayne State has not changed from its two-semester, plus summer session, arrangement, save to introduce certain measures to increase utilization of present facilities. The Wayne study is of value to the research being undertaken by the Joint Staff, and the findings of the Committee on the Calendar at Wayne are discussed briefly.

Analyzing quarter and trimester programs

While the Committee found no objective evidence that the quarter system is educationally less sound than any other, it acknowledged the widely held view that a term of semester length is better for the maturing process. Citing the belief by many that acceleration under a trimester system may not be desirable for the mass of students, the Committee noted that less than 25% of Wayne's students take their degrees at the end of four years, and the number who would elect to accelerate probably would be limited. Nevertheless, under a trimester program students desiring to accelerate could complete requirements in 32 months as opposed to 36 months of continuous attendance under a quarterly program.[37] The gain of four months is realized through various calendar innovations such as: reduction in length of the trimester to 15 weeks; elimination of certain institutionsl "vacations", e.g., paring of usual holidays at Easter, Thanksgiving, and July 4 to one day each; and inclusion of registration and examination periods within the trimester, rather than setting aside separate dates between terms as is the usual practice.

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(37) "Report of the Committee on the Calendar". Wayne State University, 1958, pp. 2-3.

Besides educational soundness, the Committee adopted five other criteria for evaluating the various calendar proposals submitted: (1) relative efficiency--i.e., maximum use of plant, rate of collective acceleration, and total numbers accommodated; (2) articulation with public schools, junior colleges, and other four-year institutions; (3) effect on the curriculum; (4) advantages to the faculty; and (5) cost.

In terms of efficiency, both quarter and trimester plans were seen as leading to greater plant utilization than the present traditional system. The number of degrees to be awarded also would be greater if a change were to be made in favor of quarter or trimester systems. As to articulation, the Committee concluded that no plan making full use of the calendar year can articulate at all points with all institutions, and special adjustments were seen as being necessary in the event of a changeover.

Adoption of a quarter plan, the Committee reported, would force the University to an extensive reorganization of its curriculum with subsequent changes in degree requirements, measures of academic credit, registration procedures and forms, etc. A three-term plan was seen as avoiding or reducing such problems, as it retains the kind of term already familiar to University personnel, who could then devote time to curricular reform rather than mechanical changes.

The Committee stated that both three- and four-term programs seem adaptable to faculty needs, though any 12-month calendar will impose "vacations" at times of the year other than the summer period. A minority report[38] underscored this problem, particularly as it affects family vacations and leaves of absence to work in institutions on the semester plan. The Committee recommended that rotation plans in the various departments be established. Four additional recommendations regarding the faculty were presented: (1) adoption of a 12-month contract year

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38 "Minority Report". Supplement to "Report of the Committee on the Calendar". Wayne State University, 1958, pp. 1-2.

for regular full-time faculty members with provision for relief from classroom responsibilities during one term out of every four; (2) immediate minimum increase in faculty salaries to 12/10 of the present levels; (3) provision for accumulation of "fourth" terms up to a maximum of three, or one calendar year; and (4) discontinuance of the program of sabbatical leaves.[39]

In terms of cost, the Committee did not make a detailed study of budgetary questions, though it reported the belief that the per capita cost of education under the three-term plan is demonstrably lower than under any other plan. (The Rutgers study following this examination of the Wayne report provides a thorough statistical analysis of cost factors under various calendar arrangements. It should cast some light on the Committee's assertion.)

Recommendations of the Committee

The Committee recommended that the University adopt a calendar of three equal terms of 15 complete instructional weeks each. Vacations for students would be shorter for the most part. Registration and examination periods were to be placed within the regular term rather than to be scheduled as separate, time-consuming events necessitating between-term time. Furthermore, the Committee recommended that the second half of the second, or spring, term be designated as the period of short courses for teachers taking advanced work.

In corollary recommendations the Committee cited the need for more efficient use of existing facilities, primarily by increased use of classrooms at unpopular hours and further use of Saturday classes. Judicious expansion of off-campus programs and some rescheduling of evening classes also were noted as possible ways of contributing to greater plant utilization.

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[39] "Report of the Committee . . . ", p. 15.

Finally, the Committee recommended a reassessment of class size and teaching techniques with a view to increasing instructional efficiency. This may lead to large lecture classes, the use of closed circuit TV, or to greater individual study programs.

Significance of the minority report

A strong minority report was influential in deterring University approval of the trimester schedule and the summer program recommended for the last eight weeks of the second trimester. The minority report cited the detrimental effects of a trimester system on the College of Education, which enrolled 62.5% of the total graduate registrations in the summer and 31.6% of the senior college enrollment in the regular year. One of the major difficulties cited was that of scheduling practice teaching assignments in the public schools. Also noted as a disadvantage of the trimester program was its inability to care for mid-year graduates of high schools and junior colleges and for transfer students from other colleges and universities.

As a consequence, Wayne State approved only those recommendations which were agreed to by both the majority and minority members of the Committee on the Calendar. In essence, this meant that Wayne would expend greater efforts in trying " . . . all possible means of using more efficiently the resources of the University, short of calendar change, in an effort to meet the demands of increasing enrollments".[40] Such a stand appears in line with the assertion by Thompson that ". . . we could increase our enrollment by 50 percent using present facilities if we were willing to pay the price of more rigid scheduling of classes".[41]

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40 "Minority Report", p. 1.

41 Ronald B. Thompson, "Efficient Plant Utilization." College and University, 1957, 32 (2). 5.

The Rutgers Study of Various Operating Schedules

A statistical analysis of various operating schedules has been provided by the dean of the college of engineering at Rutgers, the university system of New Jersey.[42] While it is based on average practices in American engineering colleges, the study provides data regarding the advantages and disadvantages of differing academic calendars which should be of value in any study of calendar reorganization.

The study determines statistical indices for such items as plant capacity, cost, use of instructional and research facilities, and use of teaching staff under varying calendar arrangements. The cost index is derived by dividing the total annual operating cost by the number of degrees granted in a year. In the discussion which follows, this index is referred to as the "degree cost index".

Twelve operating schedules are compared, including Rutgers' present two-semester year. The other 11 schedules involve year-round operation, and three of the 11 are concerned with year-around operation on a quarterly basis. Each of the schedules is based on differing assumptions. For example, some schedules involve admission of students once per year, while others allow for the admission of students twice or even three times per year. Another restriction noted is that some schedules, to be operable, demand that all entering classes be of the same size. Two of the quarterly programs involve "cooperative plans", i.e., periods of study interrupted by periods of employment in industry. The amount of time required to earn a bachelor's degree ranges from two and two-thirds years in a trimester arrangement to four and three-fourths years on a "cooperative plan" arrangement.

Comparison among programs

Several salient points stand out in a comparison of program characteristics:

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[42] Elmer C. Easton. Year-around Operation of Colleges. New Brunswick, N. J.: Rutgers, the State University. Engineering research bulletin number 41, 1958.

> . . . the lowest degree cost index and the highest relative use factors are attained when the enrollment is evenly distributed throughout the year. This even distribution requires (1) that students be admitted each term, and (2) that all entering classes be the same size. As long as these two conditions are met, the type of program is not significant.[43]

The data compiled show that year-around operation without even distribution of the enrollment "may be more expensive and less efficient" than the present program, also that there is no significant difference in cost or efficiency between the present program and a quarter program, provided that admissions in the quarter system occur once per year and all entering classes are the same size. (This is a feature of the present program in the Rutgers college of engineering.)

From the standpoint of the student, the year-around program which changes but little from the present program is a trimester program characterized by admissions three times per year of classes of equal size. Both this trimester schedule and the present schedule require students to be in class two terms and off one term, and both lead to the B.S. degree in 3-2/3 years. From an institutional standpoint the trimester program under consideration "provides as low a cost index and as high use factors as any schedule considered". From the standpoint of the faculty the three-term program provides for a 30% increase in salary over the present program, though this increase is gained by reducing vacation time to four weeks.

According to a comparison of statistical indices, the three-term program could enable the institution to grant 56% more degrees than under the present program, and the cost per degree of the trimester plan would be only 78.7% of that under the present calendar. The relative use factor of instructional facilities would be 30% higher, and the relative use factor of research facilities and teaching

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[43] Ibid., p. 31.

staff would be up 11% and 39%, respectively. To realize these gains, however, "the minimum enrollment would have to be 90% higher . . ." under the three-term program than under the two-semester program.[44]

A number of disadvantages were cited. The 48-week period of work for faculty members was seen as interfering with development of course material and with maintenance of contact with industry over the usual summer vacation. Many diversified activities now carried on during the summer would have to be eliminated. Furthermore, only one-third of the entering students could begin their college work in September, and others would have to delay entrance until January or April, when equal size groups would be admitted. "It would be difficult for a college to enforce the equal distribution among the three groups which is necessary for maximum efficiency."[45] Finally, vacation periods for the students would come at different times, perhaps creating family vacation difficulties. It is possible, however, that staggered vacations might make it easier for industry to provide vacation-time employment.

Conclusions drawn by the Rutgers research personnel

> By adopting a year-around schedule. . .(such as was discussed in the preceding pages). . . in place of the present program, the nation's colleges could
> (1) grant up to 56% more degrees per year,
> (2) make up to 30% more use of instructional facilities,
> (3) increase faculty salaries approximately 30%.
> In order to gain these advantages it would be necessary to
> (1) give up some summer activities such as conferences, symposia and short courses,
> (2) reduce faculty vacations to four weeks,
> (3) in some cases, alter the traditional pattern of starting time and vacation period for students,
> (4) for maximum advantage, enforce uniform distribution of students among several entering classes per year.[46]

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[44] Ibid., p. 33.

[45] Ibid., p. 34.

[46] Ibid., p. 36.

The University of Massachusetts Proposal

Under consideration by the University of Massachusetts is a proposal that the University reorganize its calendar along lines similar to the University of Pittsburgh's trimester calendar.[47] Behind the proposal is a desire to "develop our program on a basis which will keep our student body up in numbers during the summer period".[48] Last summer the University instituted an expanded summer session composed of two five-week periods. This summer there will be two five and a half week terms. University officials feel that these programs will greatly increase the utilization of facilities. They believe that a further extension to a trimester program would assist in increasing the number of students in the summer portion of the year.

As a whole, the Massachusetts proposal differs but little from the Pittsburgh and Wayne plans. Unique to the Massachusetts proposal, however, is the recommendation that class periods be lengthened by 10 minutes -- to a full hour -- in order that class time in each of the proposed terms of 15 weeks be equivalent to that in each of the present 17-week semesters.

Other features of the plan of concern to faculty include: the recommendation of a 30% pay hike for faculty teaching in the summer term--or any third term; the continuation of existing terms and conditions of employment for those teaching in any two of the three terms; and the assignment of faculty for third-term teaching only as student enrollment warrants.

Of interest to students is the recommendation that beginning and basic courses be offered each term to permit new admissions each term and acceleration of students who so choose. It is also recommended that all transfer and returning students be admitted for the summer term only so far as possible; that students

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47 Personal communication, addressed to Alden W. White, Secretary of the Faculty, University of Wisconsin, by Shannon McCune, Provost, University of Massachusetts, on May 14, 1959.

48 Ibid.

entering the spring and summer terms should be required to take two consecutive terms and to follow this sequence for at least two years unless they plan to accelerate; that special courses, short courses, workshops, etc., be given in any term in addition to the regular calendar; and that a six-week summer session for teachers be offered separate from the regular summer term. It is suggested that the placement office should assist students who must work full time part of the year to find jobs either in the fall or spring terms so that they might attend the summer term.

Advantages of a three-term plan

Eight advantages were seen by the committee proposing a three-term program. No disadvantages were cited. The advantages:

1. A uniform academic calendar . . . over the years.
2. Flexibility of program for students and faculty for those who wish to accelerate or take extended leaves.
3. Length of semester in contract time preserved and (even) increased.
4. Substantial extra compensation and employment opportunities for teachers.
5. Early commencement in the spring when most students will graduate gives them better job opportunities before the June rush of other college graduates.
6. Minimum disruption of present system.
7. No new problems relative to evaluation of student credits.
8. No problem of obtaining accreditation of a "new" system.[49]

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[49] Ibid.

Calendar Change and the UW History Department

Largely out of irritation with the perplexing December-January-February segment of traditional semesterly calendars, the history department last spring appointed a committee to consider revision of the academic calendar at the University of Wisconsin. The efforts of the committee resulted in an informal "report" which was distributed more as a stimulus for faculty discussion than for official action on the part of the University administration.

The suggestion of the departmental committee departs from any other proposal for calendar reorganization previously discussed. The committee rules out three-term and quarterly plans, the three-term plan largely because of unhappy experiences with the long school year during, and immediately after, World War II. The committee proposes a calendar composed of six terms, each of eight weeks' duration. This arrangement has some advantages beyond those now afforded by the two-semester and summer calendar, considerably more advantages than those afforded by three-term or quarterly calendars, the report asserts. Period I would begin in July, and while this may be a period of slight enrollment, inducements might be tried to raise enrollments. The committee sees as possibilities reducing fees or allowing scholastic risks to enter at this time to raise enrollments. The six periods would run:

I. July-August
II. September-October
III. November-December
IV. January-February
V. March-April
VI. May-June

Students under the six-period plan

Period I will have the thinnest enrollment, but the academic gains accruing from this period already are demonstrated by the present eight-week summer period the report asserts. The big intake of freshmen will be in Period II, which will start at a time comparable to openings under the usual semesterly plan. Students

will be allowed to register for 6-8 credits instead of 12-16, but they will be able to finish every course twice as fast as they would under the current calendar. Classes will meet every day of the work week, and about four Saturdays will be utilized as full work days during the period. Just before Christmas, Period III will end, and students who attended all three periods will have earned between 18 and 24 hours of credit toward graduation.

It is probable that many students might delay admission until Period III in order to hold summer jobs an additional two months, but those who delayed still would have an opportunity to earn 24 to 32, and perhaps more, credits by attending Periods III through VI. (This amount of credit is equal to that now earned in an academic year by carrying 16 credits per semester.)

Period IV would start too early to draw students to fill gaps left by those departing at the end of Period III (Christmas Eve), but students coming from other universities on traditional semester programs can have a 3-4 week breather prior to enrollment in Period V, and they have the opportunity of completing a half-year's academic work simply by staying through Period VI.

"All the other Periods, I through V, are novel in speed or concentration of work but are not at bottom much more than transformation of our '2 semester plus summer session' program," the report states.

> The program built on them has obvious beneficial features, counterweighted by the disadvantage forced-draft academic work will always have. But Period VI, running all of May and to about June 21 is a very nice thing to contemplate. To get what it offers may be justification for going over to such a 6-period plan as is being speculated on here.[50]

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[50] History department report, June, 1959, p. 9.

The tone of Period VI would be set by advanced students doing special work, the report states, as there would be no intake of freshmen and there would be few readmissions of former students. Period VI could serve as a stimulus for honors work, as a first step toward graduate or professional training, or as a period for off-campus work by faculty and students. On the other hand, the termination of Period V about May 1 gives the edge in job-hunting to Wisconsin students graduating at that juncture in their academic careers. For students who need to work in order to finance their education the end of Period V is ideal also, and they may even prolong their work over two or three periods with the prospect of re-entering in time to earn as much as a semester and a half of academic credit.

The faculty and the proposed calendar

Professors would teach from Period II through Period V in most cases. The new program would make teaching and advisement schedules tighter. Furthermore, a solid five-day, and often six-day, week may interfere with individual laboratory or library work and the building and rebuilding of courses. Such disadvantages may outweigh the advantage to the faculty of being able to take leave of the classroom almost any two months out of twelve.

Salary for the academic year of four periods would be payable in eight monthly installments, each 25% higher than the present monthly salary drawn by faculty personnel in 10 pay periods. The departmental report considers the possibility of payment of one month's salary--with no obligations for instruction or assigned research--to teachers on completion of four periods of teaching in one fiscal year. This payment would serve two purposes: (1) enhance Wisconsin's competitive position in the academic marketplace; (2) compensate faculty personnel during a period of mental refertilization following a heavy workload under forced-draft conditions. Any teaching beyond four periods at the University would be reimbursed at the annual rate, and the report writer estimates cost to a dean's budget will be less per man-hour or class-hour "or however he calculates". The use of research funds

for one-month grants in conjunction with the one-month "bonus" for the classless fifth period would in effect finance a two-month leave with full pay. Thus, the faculty member would be reasonably well-compensated, research would be accomplished, and research funds could be stretched to cover "perhaps twice as many faculty persons per annum as those same funds . . (cover) . . today--at least as those funds do in Social Studies and the Humanities".

Other comments are provided in the report pertaining to faculty working conditions, but the above proposals set the tone for such remarks. There are, however, numerous "bookkeeping" problems to be surmounted in a shift to the six-period plan, not the least of these being the equitable financing of graduate student assistants.

Other areas and the proposed calendar

The departmental report includes a section dealing with possible methods of financing education for those who can qualify for loans, scholarships, etc. Illustrative of the various methods discussed is one involving a reduction of fees on a graduated scale for those making high scholastic marks, the better the marks, the greater the reduction in fees. Another method noted is the recommended cancellation in advance of all tuition fees for graduate or professional work by any Wisconsin four-year student who has graduated with senior honors. This procedure would serve to attract talented persons into academic and professional careers, where they are urgently needed, as well as to draw high caliber entering freshmen to the campus.

Registration and advising in a six-period plan will pose problems, but they can be solved, the report asserts. The mechanics of registration can be handled by machine methods with little anticipated difficulty. In view of the speed-up of classes, registration and advising will be going on almost continuously, but the report emphatically states ". . . if operation by a 6-period plan calls upon our faculty to double the amount of time spent advising, the whole thing is off". The advising problem is seen as a key factor in any calendar arrangement, and the

report emphasizes that no new calendar can go into operation ". . . until we know how we are going to handle advising with faculty approval of the system settled on".

A number of problems are to be faced in connection with intercollegiate athletics, but the report notes that attention to details at key points minimizes the apparent seriousness of the problems. Scheduling of home football games can be dovetailed with those Saturdays which are not utilized for classes. Games away from home necessarily will fall on Saturdays on which classes are scheduled to compensate for lost days (legal holidays) in the weekly routine. This may not be too palatable an arrangement for those who follow the team, and hookey could be expected, "but that would have to be".

Close individual advising will be necessary for members of the athletic squads, and tutorial help will be required for classes missed on Saturdays away from home.

Finally, there is the problem of deciding on an eligibility system and getting it approved by other member institutions in the Big Ten and by other regulatory bodies in the field of amateur athletics.

SYNOPSIS OF PART I

Part I of an over-all study concerning the feasibility of a longer school year for Wisconsin's public universities and colleges has reported the results of a survey of available studies, reports, and experiences bearing on methods of re-organizing traditional academic calendars in order to cope with rising enrollments and gain increased utilization of physical plants.

The reports, and salient features of each, are listed:

1. The University of Wisconsin -- a report of the experience with a summer semester during the years 1942-1947;

2. The University of Pittsburgh -- background information on the reorganization of the current academic calendar into three trimesters of 15 weeks each (the first trimester ended in mid-December);

3. Wayne State University -- background studies regarding the feasibility of a trimester operation similar to that at the University of Pittsburgh (adoption of the plan held in abeyance pending further study);

4. Rutgers-the State University -- a statistical analysis of various operating schedules, including semesterly, quarterly, trimesterly, and cooperative plans;

5. The University of Massachusetts -- information reported in a personal communication relating to the proposed adoption of a trimester calendar;

6. The University of Wisconsin -- an informal report distributed as a stimulus for faculty discussion of calendar reorganization by a committee of the University's history department; suggests that a calendar of six terms, each eight weeks in duration, is of merit.

Summary of Claimed Advantages and Purported Disadvantages of the Various Proposals

The review accomplished in the preceding pages indicates that the most prevalent current proposals for reorganization of traditional academic calendars are those favoring reorganization along trimester lines. Of the six major studies reviewed, four exclusively discuss the trimester program, and one--the Rutgers report--concludes by comparing trimester and semester programs. The report prepared by the committee of the UW history department deviates from the pattern established when it discusses reorganization of the calendar into six periods, each eight weeks in duration.

This portion of the Joint Staff study presents an overview of the claimed advantages and purported disadvantages of the trimester calendar as they have been noted in the reports reviewed by the Joint Staff. No attempt is made to discuss the report by the UW history department personnel in this overview, as the report was fully discussed immediately preceding this section.

At this point it should be reemphasized that the Joint Staff has attempted to reflect throughout the body of Part I the views of the writers of the original reports without inserting its own value judgments regarding the merits or demerits of various proposals. At a later date, pending the completion of additional analyses pertinent to the presentation of the remaining parts of this staff study, the Joint Staff will be in a position to furnish its own observations and conclusions for the information of the Coordinating Committee.

In review, the University of Wisconsin had experience with a summer semester during, and immediately after, World War II. As of this writing, the University of Pittsburgh recently has adopted a trimester schedule. The University of Massachusetts and Wayne State University are in the process of considering the feasibility of a trimester schedule. The statistical study prepared by Rutgers personnel provides data of importance to any institution contemplating a change in its calendar. The major claimed advantages and purported disadvantages, as reported in the various studies reviewed, are noted below.

Advantages of a trimester calendar

1. Provides for a longer period of summer employment for students if they do not desire to enroll for a third trimester. (Pittsburgh, Wayne, Rutgers, Massachusetts)

2. Early closing date of the second trimester allows students to "get the jump" on students from other colleges for summer jobs or jobs at graduation. (Pittsburgh, Wayne, Rutgers, Massachusetts)

3. If substantially larger numbers of students choose to attend a third trimester than now attend the traditional summer session, fuller utilization of space on a year-round basis could be obtained. (Rutgers, Pittsburgh, Wayne--Rutgers being most definite in estimates)

4. Depending upon the amount of money channeled into faculty salaries, annual operating costs can be lowered. All four institutions indicate that less than one-third additional remuneration will be provided for an additional trimester of service. The Rutgers statistics indicate that a 30% increase for faculty teaching a third trimester will assist in reducing annual operating costs. (At Wayne and Pittsburgh, however, faculty personnel have also considered additional remuneration up to 50% as being more equitable.)

5. More degrees per year could be granted, provided that enrollments increase substantially. (Pittsburgh, Wayne, Rutgers, Massachusetts)

6. Provides for acceleration of studies by dint of shortening traditional vacation periods and incorporating examination and/or registration periods in the regular trimester. (Pittsburgh, Wayne, Massachusetts)

7. Superior to a quarter plan in that no curricular reorganization would be necessary, nor would any changes in academic credit or degree requirements be necessary. (Pittsburgh, Wayne, Massachusetts)

8. Enables faculty, by virtue of rotation systems, to take off time other than in the summer, which has been somewhat of an "enforced" vacation for many teachers not on summer appointment. (Pittsburgh, Wayne)

Disadvantages of a trimester calendar

1. For maximum efficiency all entering classes during the year must be of the same size. (Pittsburgh, Rutgers) It would be difficult for an institution to enforce the equal distribution necessary. The Rutgers report indicates that year-round operation without even distribution of the enrollment may be "more expensive and less efficient" than present semesterly operations.

2. A trimester calendar cannot be articulated satisfactorily with high schools and junior colleges for admissions purposes, unless such schools are on a calendar similar to the trimester calendar. (Pittsburgh, Wayne)

3. The Rutgers report indicates that ". . . to realize maximum benefit in cost reduction", faculty members would have to serve for 48 weeks per year. If adjustments are made in working conditions, the Rutgers report notes, any cost reduction would be eliminated.

4. Many of the diversified activities now carried on during the summer terms of "conventional" years, such as in-service teacher training courses, conferences, symposia, short courses, seminars, etc., would have to be eliminated or curtailed under a trimester program. Income from any summer programs would be greatly reduced. (Rutgers, Pittsburgh)

5. Students choosing to attend classes continuously would have to bear the full expense of their college education sooner than they would under a semesterly arrangement. This may necessitate the establishment of additional scholarship and loan funds. Even then, there would be problems for many in finding ways and means of financing added costs. (Pittsburgh)

6. Problems of licensure and accreditation are engendered by a trimester calendar. Legislative changes and changes in the by-laws of national accrediting bodies were required by professional schools at Pittsburgh.

7. A trimester calendar is so "tight" that scheduling of maintenance, both routine and major, would be complicated. Additional personnel would probably be needed. (Pittsburgh)

8. Coordination with the public schools in the matter of assignment of student teachers would be difficult. (Pittsburgh, Wayne)

9. Use of faculty leaves to work in institutions on the semester plan would be difficult. (Wayne)

(To follow at a later date: Part II - The present status of higher education in Wisconsin; Part III - Factors relevant to securing greater utilization than at present; Part IV - Summary and conclusions.)

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ATTACHMENT A

University of Wisconsin Calendar

Summer Semester - 1944

May 29, 30	Mon, Tues	Examinations for admission
May 29, 30	Mon, Tues	Freshman Period (Attendance required)
May 30	Tues	Registration for other students
May 31	Wed	Instruction begins
May 31	Wed	Foreign language placement examinations
July 4	Tues	Regular class day
July 15	Sat	Examinations for removal of conditions
Sept 4	Mon	Labor Day (regular class day)
Sept 9	Sat	Foreign language attainment examinations
Sept 13-16	Wed-Sat (noon)	Final examinations

Eight-Week Summer Session - 1944

June 24	Sat	Registration
June 26	Mon	Instruction begins
June 26	Mon	Foreign language placement examination
July 4	Tues	Regular class day
July 15	Sat	Examinations for removal of conditions
Aug 18	Fri	Summer session closes

Academic Year 1944-45 - First Semester

Sept 18, 19	Mon, Tues	Examinations for admission
Sept 20-23	Wed-Sat (noon)	Freshman period (attendance required)
Sept 21-23	Th-Sat (noon)	Registration for new students
Sept 22, 23	Fri, Sat (noon)	Registration for old students
Sept 25	Mon	Instruction begins
Sept 26	Tues	Examinations for removal of conditions
Sept 30	Sat	Placement examinations for late freshmen and transfers
Oct 7	Sat	Foreign language attainment examinations
Nov 30	Thur	Thanksgiving Day: legal holiday (1 day only)
Dec 9	Sat	Examinations for removal of conditions
Dec 23	Sat (noon)	Christmas recess commences
Jan 1	Mon	Instruction resumes
Jan 6	Sat	Foreign language attainment examinations
Jan 15-20	Mon-Sat	Final examinations

Second Semester - 1944-45

Jan 22, 23	Mon, Tues	Examinations for admission
Jan 23	Tues	Registration for new and re-entered students
Jan 24	Wed	Instruction begins
Jan 27	Sat	Placement examinations for new students
Feb 10	Sat	Examinations for removal of conditions
Apr 12	Thur	Spring recess commences
Apr 16	Mon	Instruction resumes
Apr 21	Sat	Examinations for removal of conditions
May 5	Sat	Foreign language attainment examinations
May 16-22	Wed-Tues	Final examinations
May 26	Sat	Commencement Day

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ATTACHMENT B

The University of Pittsburgh

Trimester Calendar dates for the academic year 1959-60 are as follows:

1959

August 14 (Fri.)	End of Eight Weeks Summer Session
August 28 (Fri.)	End of Twelve-Weeks Sessions
September 1-5 incl. (Tues.-Sat.)	Fall Trimester Registration
September 1-4 incl. (Tues.-Fri.)	Orientation Week (Undergraduate)
September 7 (Mon.)	Labor Day (holiday)
September 8 (Tues.)	Fall Trimester begins
November 26-28 (Thurs.-Sat.)	Thanksgiving Recess
December 19 (Sat.)	Fall Trimester ends
December 21--January 1, 1960 incl. (Mon.-Fri.)	Christmas Recess

1960

January 2-5 incl. (Sat.-Tues.)	Winter Trimester Registration
January 6 (Wed.)	Winter Trimester begins
April 11-14 incl. (Mon.-Thurs.)	Orientation Week (Undergraduate)
April 14 (Thurs.)	Winter Trimester ends
April 15-16 incl. (Fri.-Sat.)	Easter Recess
April 18 (Mon.)	Spring Trimester Registration
April 19 (Tues.)	Spring Trimester begins
May 30 (Mon.)	Memorial Day (holiday)
June 8 (Wed.)	Commencement
July 4 (Mon.)	Independence Day (holiday)
July 30 (Sat.)	Spring Trimester ends
September 1-3 (Thurs.-Sat.)	Fall Trimester Registration
September 1-3 (Thurs.-Sat.)	Orientation Week (Undergraduate)
September 5 (Mon.)	Labor Day (holiday)
September 6 (Tues.)	Fall Trimester begins

ATTACHMENT C

The University of Pittsburgh

Faculty Appointments and Salary Arrangements under the Trimester Plan

1. Faculty members now on 12-month teaching-and-research appointments will continue to teach during two trimesters and conduct research during the remaining months of the year. The time available for research will be greater than under the present calendar.

2. Faculty members now on 12-month teaching appointments will teach or conduct teaching-related activities during three trimesters and will have a one-month vacation each year.

3. Faculty members now on 9-month appointments who do not teach in a third trimester or summer session will be paid at the 9-month rate, even though the number of weeks of teaching will be smaller than at present. The time available for research or other kinds of professional development will be substantially greater than under the two-semester calendar.

4. Faculty members with 9-month appointments who wish to teach in a third trimester may do so if departmental programs require their participation. The compensation for this additional service will be one-third of the basic 9-month salary.

5. Faculty members with 9-month appointments who would rather teach in the summer session than in a third trimester may be employed on the same basis as at present, that is, if there is need for their services. Compensation would be at the present rate.

6. Faculty members now on 9-month appointments who have demonstrated competence in research may qualify for a 12-month teaching-and-research appointments if research funds can be found.